

## Work sample: Reading and writing – *Refugee*

### Relevant part of the achievement standard

By the end of Year 4 students listen to, read and view a range of spoken, written and multimodal texts, describing connections between their own experiences and those presented in the texts. They listen for key points in spoken texts including presentations and discussions. They recognise the function of text purpose in shaping a text and describe characteristic differences between imaginative and informative texts. They identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understanding. They explain some ways in which speakers, authors and illustrators engage the interest of audiences. They share their own judgments and preferences about texts, and respond to others' viewpoints, selecting some relevant textual evidence to support their opinions. They compare ways in which their own and others' opinions about texts are shaped by individual experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students create structured spoken, visual and written texts for imaginative, informative and persuasive purposes. They contribute actively to group discussions of ideas and present opinions, understanding how language is used differently when giving opinions or reporting information. They make planned individual oral presentations about researched topics in informal and some more formal contexts, using learned content and considering the needs of audiences. They select vocabulary to provide specific detail about people, things and ideas and draw ideas from personal, literary and researched resources. Individually and collaboratively, they create imaginative texts based on favourite plots, events and characters, and informative and persuasive texts that present ideas in a planned sequence. They use simple and complex sentences, consistent tense and appropriate punctuation to support meaning.

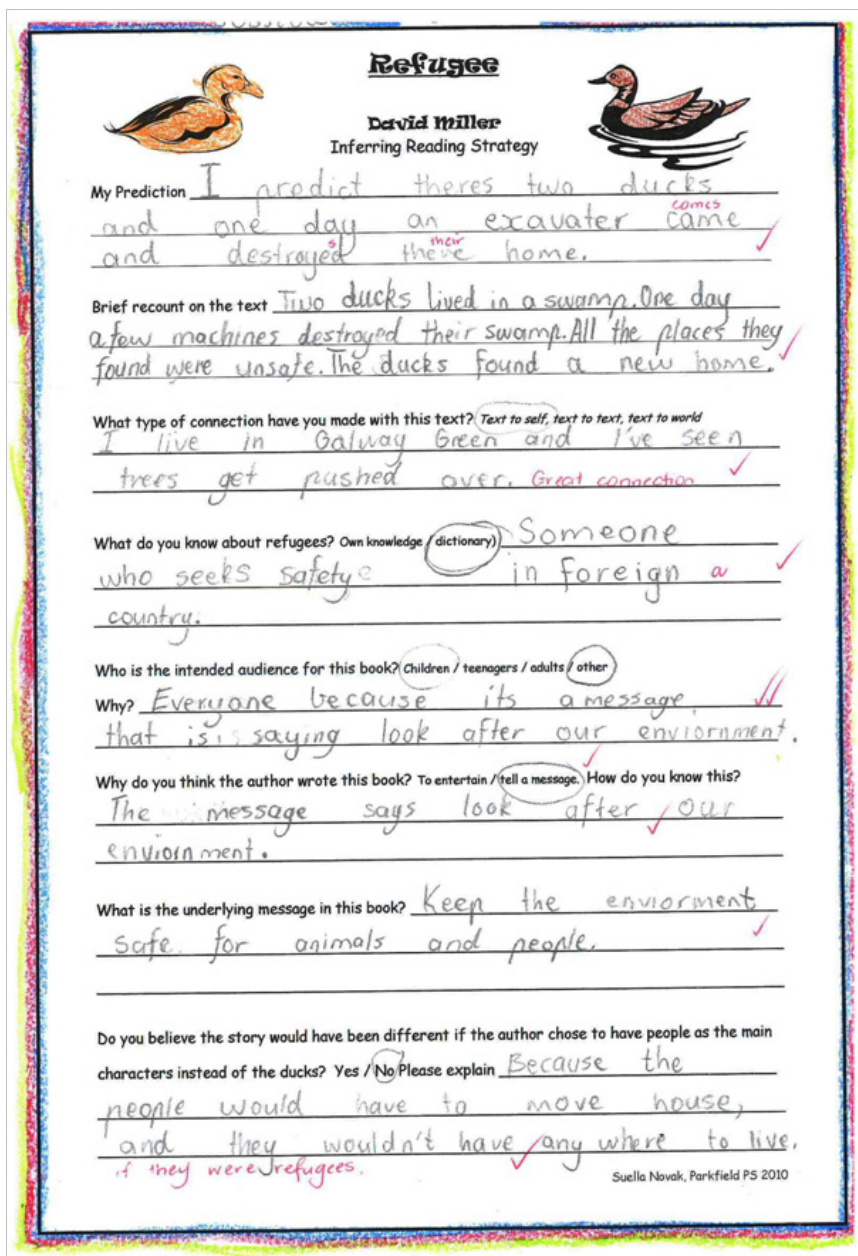
### Summary of task

Students were asked to independently read *Refugee* by David Miller and respond to questions which required the use of comprehension strategies to take literal information from the book and make inferences. They were required to:

- make a prediction about the text prior to reading
- provide a brief recount of the events in the text
- identify personal connections with the text
- make judgments about the intended audience and message of the text

**Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.**

## Work sample: Reading and writing – *Refugee*



**Refugee**  
David Miller  
Inferring Reading Strategy

My Prediction I predict theres two ducks and one day an excavator <sup>comes</sup> and destroyed <sup>their</sup> there home. ✓

Brief recount on the text Two ducks lived in a swamp. One day a few machines destroyed their swamp. All the places they found were unsafe. The ducks found a new home. ✓

What type of connection have you made with this text? Text to self, text to text, text to world I live in Galway Green and I've seen trees get pushed over. Great connection ✓

What do you know about refugees? Own knowledge (dictionary) Someone who seeks safety in foreign a country. ✓

Who is the intended audience for this book? Children / teenagers / adults / other Everyone because its a message that is saying look after our environment. ✓

Why do you think the author wrote this book? To entertain / tell a message. How do you know this? The message says look after our environment. ✓

What is the underlying message in this book? Keep the enviornment safe for animals and people. ✓

Do you believe the story would have been different if the author chose to have people as the main characters instead of the ducks? Yes / No Please explain Because the people would have to move house, and they wouldn't have any where to live, if they were refugees. ✓

Suella Novak, Parkfield PS 2010

### Annotations

Makes predictions about the text using illustrations on the cover and the title.

Identifies literal information in the text including the characters involved and the sequence of key events.

Links key ideas in the text to personal experience.

Uses known and learned vocabulary.

Identifies audience and purpose of the text.

Identifies the author's underlying message and makes inferences about the relevance of the message for human beings.

Writes simple and compound sentences and uses clauses to express causal relationships, for example 'because the people would have to move house'.

Uses appropriate punctuation including capital letters and full stops.

### Annotation summary

This work sample provides evidence of a student's response to an imaginative text with a strong underlying theme. It shows how the student, prompted by the teacher's questions, has been able to identify the embedded ideas and the author's message in the text and to relate this message to personal experience and to a wider context. Although sentence fragments are used to answer some of the questions the student demonstrates understanding of how complex sentences work to connect ideas, including through cause and effect.

#### Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.